

# **COMPREHENSIVE POSTPARTUM PROJECT**



## **Basic Management Manual**

**January  
2001**

# **Manual For Basic Management Training**

## **Introduction**

This course intense to provide the participants with basic knowledge on the management and the management process.

At the end of the Basic Management Training, the participants will have:

- Explained the concept, Functions of management.
- Defined at least three styles of management.
- Explained pedagogy versus andragogy, and their meaning in management.
- Identified steps in team building.
- Analyzed their leadership skills and qualities.
- Identified the reasons for their center's strong and weak performance.
- Identified ways to increase the center's personnel performance.
- Used communication as a management process.
- Justified the use of MIS for making decision and enhancing quality of care.
- Identified behaviors, skills, and tools needed for supervision, monitoring, and evaluation.

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Dr. Diaa Hammamy

Chief of Party/CPP project  
Pathfinder International

## **Methodology**

Using Adult learning methods

- Materials depends, participants needs using:
  - a) Audio-visual materials
  - b) Flip charts
  - c) Transparencies
  - d) Handouts
- Depends on group discussion
- Depends on small working groups
- Practicing the new skills
- Create an environment similar to their working place environment
- Using case studies
- Using role plays
- Using fun
- Using checklist

By the end of the workshop the participants will have the knowledge, skills, attitude, in these subjects:

## **Knowledge**

1. Andragogy (Adult learning theories)
2. Concept; functions, and steps in management
3. Communication, methods and components of communication
4. Leadership, personnel management, team building process, styles of teams
5. The importance of sustainability; ways; concepts; importance
6. Audience identification in continuous quantity cycle methods, the importance of change process of innovations
7. Performance Concepts, methods of staff developments, supervision, monitoring, evaluation, motivation
8. MIS, as a strong tool for managers, components, concepts
9. Commodity management
10. Needs, Managing the stocks

## **Skills**

- Principles of public speaking
- Roles of feedback
- Reflections
- Where are we
- The ability to use transactional analysis as a communication skill
- How to prepare work plan
- Be able to be a good listener
- Be able to solve problems
- Be able to build a team
- Be able to determine missions, goals, objectives
- Be able to analyze patients' flaw and improve it
- Be able to identify the strong and weak points in their centers
- Be able to assess training needs
- Be able to evaluate
- Be able to write an evaluation plan

## **Attitude**

Participants attitude as manager's towards the staff and the clients should be:

- Dealing with respect, and dignity
- Their attitude should be directed towards excellency

**Specific Objective # 1: Introduce the trainers and participants to each other.**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p>Introducing Trainers and participants</p> <p><b><u>Conclusion for matches game</u></b></p> <ol style="list-style-type: none"> <li>1. Ice breaking.</li> <li>2. Fun way to present ourselves.</li> <li>3. Time management (we have limited time as managers).</li> <li>4. Precious and concise.</li> <li>5. We always must be aware about what is going out side.</li> </ol> | <p>Introduction</p> <p>The Trainer(s) should :</p> <p>Greet participants; introduce himself and the participants by using the “matches game” each individual lights a match and introduces himself as long as the plans is on.</p> <p>- Ask participant about what is the benefits of this way (fun) of introducing themselves as managers.</p> |

**Specific Objective #2: Determine the trainees needs.**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p>Training Needs Assessment</p> <p><b><u>Purpose</u></b></p> <ol style="list-style-type: none"><li>1. The professionals always want to know what they need to improve their work.</li><li>2. Adult should determine what they want to learn (Let people get involved).</li><li>3. Facilitator should establish his training program according to trainees needs.</li><li>4. Inform the Trainer about what Trainees know and don't know.</li></ol> | <p>The trainer should:<br/>discuss the purpose of the needs assessment and its evaluation</p> <p>Pass out copies of results of the needs assessment Questionnaire</p> <p>Ask each participant to read one statement<br/>(See handout 2-1)</p> |

**Specific Objective #3: Define the participants' expectations of the course.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| Define Participants' expectations of the workshop (course)<br>(See Transparency 3-1)<br><br>1. What do you hope to accomplish during this course?<br>2. Do you anticipate any difficulties during the course?<br>3. What will you be missing at work?<br>4. How do you think this training will help you at work? | The trainer should show them the (drawing) on transparency, and explain the general idea of it.<br><br>- The participants should answer these questions<br>- Make notes of all their expectations |

**Specific Objective #4: Provide suggestions for effective participation in the “Basic Management Training”.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning  |
|---|--|
| <p>Suggestions for effective participation</p> <p><b><u>Do:</u></b></p> <ul style="list-style-type: none"> <li>• Ask a question when you have one</li> <li>• Feel free to share an illustration</li> <li>• Request an example if a point is not clear</li> <li>• Search of ways in which you can apply a general principle or idea to your work</li> <li>• Think of ways you can pass on ideas to your subordinates and co-workers</li> <li>• Be practical-Do not automatically accept everything you hear</li> </ul> <p><b><u>Do not:</u></b></p> <ul style="list-style-type: none"> <li>• Try to develop an extreme problem just to prove the trainer doesn't have all the answers</li> <li>• Assume that all topics covered will be equally relevant to your needs,</li> <li>• Take extensive notes, the handouts will satisfy your needs</li> </ul> | <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask participants for suggestions for effective participation</li> <li>• Give participants additional suggestions</li> <li>• Ask a participant to record the suggestions of the participants on flip chart</li> </ul> |



**Specific Objective #5: Introduce the goal of the training and the unit objectives**

| CONTENT<br>Knowledge/Attitudes/Skills | Training/Learning Methods   |
|---------------------------------------|---|
| Workshop goals and objectives         | <p>Review of Objectives and agenda</p> <p>The trainer should:</p> <ul style="list-style-type: none"><li>• Ask each participant to read one objective</li><li>• Through discussion; determine the clarity of objectives, agreement/disagreement on objectives and areas to consider for revision</li></ul> |

### **Specific Objective #6: Introduce the exercise “Where are we?”**

| <b>CONTENT</b><br><b>Knowledge/Attitudes/Skills</b>  | <b>Training/Learning Methods</b>   |
|--|--|
| <p>Where are we?</p> <p>Starting each day with “where are we?” is our opportunity to share insights, clarify issues, resolve problems, and review important materials we need to remember so that each of us can get the most out of the course and each day’s experiences<br/>(See handout 6-1)</p> | <p>The trainer should:</p> <ol style="list-style-type: none"><li>1. Explain that “where are we ?” requires the active cooperation of the participants; so be certain to make their role clear.</li><li>2. Explain that “where are we?” will be a regular feature of the beginning of each day during the training sessions</li><li>3. This activity should be used as an opportunity to share insights, clarify issues, resolve problems and review important materials that the participant need to remember so that everyone can get the most out of each day.</li><li>4. Problems identified during the (where are we?) session, should be resolved before continuing on with the day’s work.</li></ol> |

## Specific Objective #7: Reflection

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p><b><u>Reflection</u></b></p> <p>After a full day of activities we need to take time to look over what we have done and examine what it means to us individually.</p> <p>This is a method to explore how, what we have learnt could be applied in a broader setting</p> <p>The reflection activity will be our opportunity to conduct analysis and for participants and trainers to share feed back.</p> <p>At the end of each day we will use this activity to reflect on the day's work..</p> <p>(See handout 7-1)</p> | <p>The trainer should:</p> <ul style="list-style-type: none"><li>• Explain that at the end of the day's activities the "Reflections" activity will be performed.</li><li>• Be sure to close each day's activities with a session of "Reflections"</li><li>• Make a note of the participants and trainer's feedback, and attempt to address ideas and concerns during the discussion and during the following days lesson plans.</li></ul> |

## Specific Objective #8: Communication as a management tool.

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <p><b><u>Definition of communication:</u></b></p> <p>1- Passing information from one person to another by any mean</p> <p>2- Types of interpersonal Communication:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non verbal</li> </ul> <p>Managers need to explain the many different non-verbal and verbal behaviors they use when communicating with staff or clients.</p> <p><b><u>Verbal Communication :</u></b></p> <ul style="list-style-type: none"> <li>• Is not effective in management</li> <li>• Verbal instruction do not increase performance</li> </ul> <p><b><u>Non verbal communication:</u></b></p> <p>It's a complex and often unconscious mixture of actions, behaviors and feelings which reveal the way we really feel about something.</p> <p>Positive non verbal communication includes:</p> <ul style="list-style-type: none"> <li>• Leaning towards the staff</li> <li>• Smiling without showing tension</li> <li>• Facial expression which shows concern and interest</li> <li>• Eye contact</li> <li>• Encouraging supportive gestures such as nodding one's head.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning exercise No. 1</li> <li>• Trainer should ask all participants to leave the room except one</li> <li>• The trainer will read for him/her a text from a newspaper</li> <li>• This participant has to tell what was read for him/her to another participant etc...</li> <li>• The last participant has to tell the others about the information she/he had received</li> <li>• Trainer should ask: <ul style="list-style-type: none"> <li>- What will happen?</li> <li>- Why information was distorted ??</li> </ul> </li> </ul> |

|  |  |
|--|--|
| <p>3 Components of effective communication:<br/>(See transparency 8-1)</p> <ul style="list-style-type: none"> <li>• Sender</li> <li>• Receiver</li> <li>• Message</li> <li>• Feedback</li> <li>• Channel</li> <li>• Media</li> <li>• Media for feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Learning exercise No. 2<br/>(See handout 8-1)</li> </ul> <p>"Is it communication ?"</p> <ul style="list-style-type: none"> <li>• Pass out the handouts 8-1 "Is it communication" for each participant</li> <li>• Trainer will ask each participant to read one statement and give feedback</li> <li>• Trainer should show the transparency 8-1 "components of communication"</li> </ul> <ul style="list-style-type: none"> <li>• Learning exercise No. 3</li> </ul> <ul style="list-style-type: none"> <li>• The trainer should ask the participants to form pairs</li> <li>• One person should talk for five minutes about a personal problem or concern</li> <li>• The others should try to communicate and show interest and understanding and help in any way s/he wishes (non verbally)</li> <li>• Have the pairs switch roles and repeat the exercise for 5 minutes</li> <li>• Stop and allow 2-3 minutes for the pairs to talk freely to each other</li> <li>• Question to raise : <ul style="list-style-type: none"> <li>1- how did it feel to talk for 5 uninterrupted minutes?</li> <li>2- How did it feel to be prevented from talking?</li> <li>3- Did you feel your partner understood you?</li> <li>4- Did anyone feel helped (why or why not)?</li> <li>5- Why is silence so difficult to tolerate?</li> </ul> </li> </ul> |
|--|--|

**Specific Objective #9: To Demonstrate how to provide feedback.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <ul style="list-style-type: none"><li>• <b><u>Definitions of feed back:-</u></b><br/>Feed back is a communication method for receiving or giving information about behavior.</li><li>• <b><u>General rules of feed back:-</u></b><br/>(See handout 9-1)<ul style="list-style-type: none"><li>• At an appropriate time</li><li>• Directed to the person</li><li>• In the form, I observed; I feel</li><li>• Don't make judgement or give advice</li><li>• Feed back should be received by listening only</li></ul></li></ul> | <ul style="list-style-type: none"><li>• The trainer should :</li><li>• Introduce the definition of feedback;<br/>general rules for providing feedback</li><li>• Explain to participants that these rules are important and that later in the training they will be providing feed back to each other as they conduct portions of the training.</li><li>• Flip chart</li><li>• Writing the values</li><li>• Making no justification</li><li>• Asking only for clarification</li><li>• Acknowledging the feedback</li></ul> |

**Specific Objective #10: To understand the concept of interpersonal communication theory.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <ul style="list-style-type: none"> <li>• Transactional Analysis (T.A.A)</li> <li>• Eric Bern Theory</li> <li>• 3 Aspects of T.A.A “Diagram of the personality”</li> <li>• NP (nurturing parents)</li> <li>• CP (Critical Parent )</li> <li>• A (Adult)</li> <li>• AC (Adaptive child)</li> <li>• NC (Natural child)</li> </ul> <p>Manager level must match the level of communication of the staff.</p> | <ul style="list-style-type: none"> <li>• Trainer will ask participants How we communicate?</li> <li>• Trainer will tell the participants that there is one theory that said we are not communicating appropriately</li> <li>• Trainer will show the participant:-</li> <li>• Transparency</li> <li>• The components of personality</li> <li>• Learning exercise No.3<br/>Diagrams of Transaction</li> <li>• Pass out 3 papers with different Statement (See handout 10-1)</li> <li>• Each participant will read and answer it</li> <li>• Trainer should tell participants that their verbal level of communication must match the level of communication of the staff</li> </ul> |

## Specific Objective #11: Understand Androgogy Vs. Pedagogy.

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <p><b><u>Identify the three basic principles of adult learning:</u></b></p> <ol style="list-style-type: none"> <li>1- Active learner participation</li> <li>2- Supportive environment</li> <li>3- Independent learning experience<br/>(See handout 11-1)</li> </ol> <p><b><u>Identify the training styles</u></b></p> <ol style="list-style-type: none"> <li>1- Authoritarian</li> <li>2- Democratic</li> <li>3- Laissez faire<br/>(See Transparency 11-1)</li> </ol> <p><b><u>Identify the difference between Adult learning theory and traditional education</u></b></p> <ul style="list-style-type: none"> <li>-Traditional Education it is the empty vessel theory</li> <li>-Adult learning theory 2 types               <ol style="list-style-type: none"> <li>a- Didactic “Teacher student theory”</li> <li>b- The experiential Theory</li> </ol> </li> </ul> | <p>Learning exercise No. I</p> <ul style="list-style-type: none"> <li>• The trainer should ask the participants to divide in pairs and to interview each other about the happy and sad events in their life.</li> <li>• Every one will present the Other’s life line on a flip chart</li> </ul> <p>• Exercise 2</p> <ul style="list-style-type: none"> <li>• The trainer should ask the participants to draw requirements in 2 different instructions</li> <li>• See handout (11-2) to understand the different styles of training and its relation to managerial style.</li> </ul> <ul style="list-style-type: none"> <li>• Through group discussion the participants will realize the differences between theories (See handout 11-3)</li> <li>• Transparency (Adult learning theory) (See handout 11-2)</li> <li>• Transparency, (Empty Vessel theory) (See handout 11-3)</li> <li>• (See handout 11-4)</li> </ul> |
| <p>Identify the basis of experiential Theory (See Transparency 11-4)</p> <ul style="list-style-type: none"> <li>- Modeling</li> <li>- Repetition</li> <li>- Shock</li> </ul>  | <p>The trainer should explain to the participants the following:-</p> <ul style="list-style-type: none"> <li>- Modeling by facilitator</li> <li>- Repetition on the part of the learner</li> <li>- Shock or surprise to attract and hold the participants attention as a way of learning</li> </ul>   |



**Specific Objective #12: Management /Identify Management Concept and Functions.**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p><b>Definition of management:-</b><br/>The accomplishment of planned objectives through term in a suitable environment</p> <p><b><u>Four functions of management:-</u></b><br/>1- Planning<br/>2- Organizing<br/>3- Directing &amp; Supervision<br/>(Implementation)<br/>4- Evaluation<br/>(See transparency 12-2)</p> | <p>Trainer should</p> <ul style="list-style-type: none"> <li>• Ask the participants to write definitions of management as they understand it</li> <li>• Ask one of the participants to write the definitions on a flip chart</li> <li>• Trainer should find the similarities and common items between all definitions, example WHO definition of health</li> <li>• Transparency 12-1<br/>I WE TASK</li> <li>• Definitions of management</li> <li>• Trainer should ask the participants about functions of management, group discussion</li> <li>• On a flip chart draw a management process circle (See transparency 12-2)</li> </ul> |

**Specific Objective #13: Management /Understand the management process and the managerial skills, Management Concept, Functions, and XY Theory.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <ul style="list-style-type: none"> <li>• The management process</li> <br/> <li>• Managerial Skills               <ol style="list-style-type: none"> <li>1. Conceptual skills</li> <li>2. Human Relations Skills</li> <li>3. Technical Skills</li> </ol>               (See transparency 13-1)             </li> <br/> <li>• XY Theory means:<br/>It is Douglas McGregor's theory.<br/>The employees are two types according to their behavior:-               <ol style="list-style-type: none"> <li>a) X type characterized by:                   <ol style="list-style-type: none"> <li>1- the X employee does not like to work.</li> <li>2- He does not like responsibility.</li> <li>3- He needs guide and supervision in his work.</li> <li>4- Punishment only motivates him to work.</li> <li>5- He is first to take his salary.</li> </ol> </li> <li>b) Y type employee characterized by:                   <ol style="list-style-type: none"> <li>1- Employee likes his work.</li> <li>2- Employee is creative.</li> <li>3- Employee likes to be a leader</li> <li>4- S/he is creative.</li> <li>5- Encouragement and support motivate him but not banishment.</li> </ol> </li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• (See transparency 13-2)</li> <li>• Group Discussion</li> <br/> <li>• Trainer should explain the managerial skills and their importance according to managerial level</li> <li>• Show transparency # (13-1)</li> <br/> <li>• By shocking, trainer will ask participants about XY theory and use in management, the trainer should ask participants:               <ol style="list-style-type: none"> <li>1- What does it mean in management?</li> <li>2- Do you think you are X or Y?</li> <li>3- What do participants think about his/her employees?</li> <li>4- Why do you think he/she will do that?</li> <li>5- The style for adult people is to be Y.</li> <li>6- Pass out a manager's check list (See handout 13-1)</li> <li>7- Pass out "Do, and Do not as managers handouts" (See handout 13-2)</li> </ol> </li> </ul> |

**Specific Objective #14: Center program presentations including specific objective and identifying the reasons of their center's strong and weak points**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <ul style="list-style-type: none"> <li>• Identify the strong and weak points in their centers</li> <li>• Experience the way of public communication (presentations) (See handout 14-1)</li> </ul> | <ul style="list-style-type: none"> <li>• Trainers will divide the participants to 3 groups</li> <li>• Each group will write the strong and weak points in one functioning center</li> <li>• One participant from each group will present</li> <li>• Other participants should give feedback.</li> </ul> <p>(See handout 14-2)</p> <ol style="list-style-type: none"> <li>1. Principles of public speaking. (See transparency 14-1)</li> <li>2. Guidelines for successful public speaking.</li> </ol> |

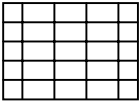
**Specific Objectives #15: Program planning (Use of matrix) to experience the steps of planning.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <ul style="list-style-type: none"> <li>To know the steps of planning according to its priority</li> </ul> | <ul style="list-style-type: none"> <li>Learning exercise no. 1</li> <li>Divide the participants to three groups</li> <li>Every group will select one envelope within the matrix</li> <li>Each group has to arrange the matrix according to the steps of planning</li> <li>Presentations and group discussion.</li> <li><b><u>Hand out 15-1</u></b> <ol style="list-style-type: none"> <li>Matrix</li> <li>Learning objectives.<br/>“SMART”.<br/>Specific<br/>Measurable<br/>Appropriate<br/>Realistic<br/>Time bound</li> <li>Goals oriented behavior.</li> </ol> </li> </ul> |

**Specific Objective #16: Understand the steps of Adult learning:**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <p>Identify the steps of Adult learning</p> <p><b><u>There are 4 steps</u></b> of adult learning</p> <p>1- Unconscious incompetence<br/>2- Conscious incompetence<br/>3- Conscious competence<br/>4- Unconscious competence<br/>(See transparency 16-1)</p> | <ul style="list-style-type: none"><li>- The trainer should ask the participants to write their names using their right hand .</li><li>- The trainer should ask them to write their name using their left hand and compare</li><li>- The trainer should ask the participants to write their names several times using their left hand.</li></ul> <p>* Conclusion</p> <p>1) Skills obtained from repetition</p> <p>2) Knowledge obtained from experience, ASK the participants about the relation between these steps and the level of competency of their workers.</p> |

### Specific Objective #17: Identify steps in team building

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods  |
|--|--|
| <ul style="list-style-type: none"> <li>• They will know the importance of team work</li> <li>• Steps of team building</li> <li>• Team is important for:- <ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Achieving goals</li> <li>- To increase productivity</li> <li>- Improve performance of members</li> </ul> </li> <li>• Types of Teams <ol style="list-style-type: none"> <li>1. Creative</li> <li>2. Team Work Team</li> <li>3. Quality Improvement Team</li> </ol> </li> <li>• Stages of team building:- <ul style="list-style-type: none"> <li>- Forming</li> <li>- Storming</li> <li>- Normalizing</li> <li>- Performance</li> </ul> </li> </ul> | <p>Learning exercise No.1</p> <ul style="list-style-type: none"> <li>• Divide the participants into two groups O &amp; X</li> </ul>  <ul style="list-style-type: none"> <li>• Each group should try to fill more “lines” than the other group with O or X</li> <li>• Trainer should ask the participants <ul style="list-style-type: none"> <li>• What is a team?</li> <li>• Why is team important?</li> </ul> </li> <li>• Types of teams:-</li> </ul> <p>Using Brain storming and examples from the life.</p> <ul style="list-style-type: none"> <li>• Trainers will explain to the participant the stages of team building through group discussions.</li> </ul> |

**Specific Objective #18: Quality Circle: Using a quality circle as a management tool for continuing quality improvement.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b><u>Quality Circle</u></b><br/>Is a way to identify problems and find ways to solve them.</li> </ul> | <p>The trainers should:-</p> <ul style="list-style-type: none"> <li>• Generate ideas from the participants by brainstorming about the problems that they can prevent in their centers.</li> <li>• Write on a flip chart all the problems</li> <li>• By voting, determine the most important problem</li> <li>• Encourage the participants to suggest the better solutions for the chosen problem</li> <li>• Show a Transparency about steps of problems solving</li> </ul> <p>(See handout 18-1)<br/>Problem solving principles.</p> |

**Specific Objective #19: Leadership: Identify characteristics of leadership and styles.**

| CONTENT  | Training/Learning Methods  |
|--|--|
| <p>Knowledge/Attitudes/Skills</p> <p>Leadership:-</p> <ul style="list-style-type: none"> <li>List the characteristics of a leader.</li> </ul>  | <ul style="list-style-type: none"> <li>Learning exercise No. 1</li> <li>Divide the participants into pairs</li> <li>Each participant have to describe to his/her partner something he/she had done against odds for which he is proud.</li> <li>Trainers will ask:-               <ul style="list-style-type: none"> <li>What were the obstacles</li> <li>Who helped them?</li> <li>Why was he proud?</li> </ul> </li> </ul> <p>(See transparency 19-2)</p> <p>What makes a leader</p> |
| <ul style="list-style-type: none"> <li>Styles of leaders (See transparency 19-1)</li> </ul> <p>Characteristics of a leader</p> <ul style="list-style-type: none"> <li>Ask for help</li> <li>Vision</li> <li>Out of ordinary</li> <li>Decision maker</li> <li>Enable others to act</li> <li>Does not give up</li> </ul> | <ol style="list-style-type: none"> <li>Through group discussions, trainer will ask if there are diferent styles of leaders or not and the characteristics of a leader</li> <li>Ask participant to identify themselves with a style.</li> <li>Trainer will show a transparency on styles of leadership</li> </ol>   |



**Specific Objective #20: Mission/Goals/Objectives: To experience how to develop a work plan.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <ul style="list-style-type: none"> <li>• Component of work plan are:</li> <li>• Vision</li> <li>• Goals</li> <li>• Objectives</li> <li>• Activities</li> </ul> <p>(See handout 20-1)</p><br><p>Characteristics of good objectives<br/>SMART<br/>(See transparency 20-1)</p> | <p>Exercise No. 1</p> <ul style="list-style-type: none"> <li>• Trainer should divide participants into three groups</li> <li>• Pass out small cards with the components of work plan and other cards with the definitions of each component</li> <li>• Ask each group to match the different components of the workplan with the suitable definition.</li> <li>• Every group should present the result</li> <li>• On a flip chart the trainer should write the characteristics of good objectives.</li> <li>• Through group discussion clarify the SMART.</li> </ul> <p>Exercise No. 2</p> <ul style="list-style-type: none"> <li>▪ Trainer should divide participants in to three groups. And ask each group-to write a work plan for their center.</li> <li>▪ Every group should present their work plant.</li> </ul> |

**Specific Objective #21: Sustainability:**  
**To develop plans/strategies for sustainability of the centers.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <ul style="list-style-type: none"> <li>Definition of sustainability</li> </ul> <p>Sustainability means that the organization is able to:-</p> <ol style="list-style-type: none"> <li>1- Continue its activities</li> <li>2- Meet its objectives year after year</li> <li>3- Make new plans for the future</li> <li>4- Fulfill those plans despite changes in the work environment</li> </ol> <ul style="list-style-type: none"> <li>Organizational stability</li> <li>Creating demand for services</li> <li>Achieving greater control over resources</li> </ul> <p>Requirements for stability of an organization:-</p> <ol style="list-style-type: none"> <li>1. Develop strong innovative leadership</li> <li>2. Recruit and reward excellent staff</li> <li>3. Strengthen management system (Management activities) by : <ul style="list-style-type: none"> <li>- Tools</li> <li>- Techniques</li> </ul> </li> <li>4. Respond to changing environment</li> <li>5. Conduct operations research to test new approaches</li> </ol> | <ul style="list-style-type: none"> <li>Trainers should ask participants using brainstorming:-</li> <li>What do you understand about the sustainability of your centers ?</li> <li>What makes the organization sustainable?</li> <li>On a flip chart our participants will write the answers.</li> </ul> <p>Trainer should ask the participants:</p> <ul style="list-style-type: none"> <li>What makes an organization Stable?</li> <li>Exercise No.1</li> <li>Divide the participants into three groups</li> <li>On a Flip chart participants have to write the requirement for stability of their centers</li> </ul> |

**Specific Objective #22: Process of Innovation:**  
To explain the use of diffusion of innovation in the work.

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <p>Causes of change<br/>(See handout 22-1)</p>  | <ul style="list-style-type: none"> <li>• Trainer should divide the participants to pairs</li> <li>• Each one will interview his partner about any change, he will practice in the future, resources, obstacles, and goal he wants to achieve</li> <li>• Each participant presents his partner</li> </ul>   |
| <p>Steps of change<br/>(See handout 22-2)</p> <ul style="list-style-type: none"> <li>• Innovation curve: shows time and kinds of acceptors for innovation process and their characteristic<br/>(See transparency 22-1)</li> </ul> | <ul style="list-style-type: none"> <li>• Trainer should ask the participants: <ul style="list-style-type: none"> <li>- What would be the behavior of different groups for any change? Through “group discussion”</li> </ul> </li> <li>• Trainer should show transparency # (22-1) (Innovation Curve)</li> <li>• Trainer should ask participants to define where is their client on this curve”.</li> <li>• Trainer should ask participants: <ul style="list-style-type: none"> <li>- Why do people change their behavior</li> </ul> </li> <li>• Steps of change</li> </ul> |

**Specific Objective #23: Supervision:**  
**To Understand the concept of supervision.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <p><b><u>Supervision:</u></b></p> <ol style="list-style-type: none"> <li>1. Definition of supervision:-<br/>A combination of measures aimed at assuring effective accomplishment of activities and increased competence.</li> <li>2. Purpose is to guide, support and assess staff to perform well, in carrying out their assigned tasks</li> <li>3. “Characteristics of Supervisor”               <ol style="list-style-type: none"> <li>a. Supportive &amp; encourage staff</li> <li>b. Advocate for worker (staff) Rights</li> <li>c. Evaluator and monitor activities</li> <li>d. Guidance and Trainer</li> <li>e. To assess the resources and logistic</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• You Supervise people</li> <li>• You monitor activity</li> <li>• You evaluate plans</li> </ul> | <ul style="list-style-type: none"> <li>• Trainer should ask the participants:<br/>- What is supervision and the purpose of supervision</li> <li>• Through group discussion and brain storming</li> <li>• Trainer should ask participants about the characteristics of a supervisor on flip chart</li> <li>• Trainer should explain the difference between supervision, monitoring and evaluation</li> </ul> |

**Specific Objective #24: Supervision:**  
**To identify tools needed for supervision.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <p><b><u>Tools for supervision</u></b></p> <ol style="list-style-type: none"> <li>1. Task Analysis</li> <li>2. Direct observation</li> <li>3. Exit interview</li> <li>4. Check list</li> <li>5. Organizational chart</li> <li>6. Job description</li> <li>7. Work plan</li> <li>8. Standards &amp; guidelines</li> <li>9. List of medications and equipment</li> <li>10. Supervision checklist</li> </ol> | <p>Learning exercise</p> <ul style="list-style-type: none"> <li>• (Task Analysis)<br/>(See handout 24-1)</li> <li>• Divide the participants into 3 groups</li> <li>• Each group choose one subtask for IUD insertion</li> <li>• Identify knowledge needed, attitude, skills and learning experience to perform this subtask in a proper way according to CPP standards</li> <li>• Presentations of Groups</li> </ul> |

**Specific Objective #25: Audience Identification:**

**To define characteristics of participants' audience and identify their needs.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <ul style="list-style-type: none"><li>• Audience (Target Group):-<ul style="list-style-type: none"><li>- Internal</li><li>- External</li></ul></li><li>• Classifications of Audiences<ol style="list-style-type: none"><li>1. Primary</li><li>2. Secondary</li><li>3. Tertiary</li><li>4. Quaternary</li></ol>(See transparency 25-1)</li></ul> | <ul style="list-style-type: none"><li>• Trainer should ask the participants to identify their target group</li><li>• Group discussion<br/>Give an example of vaccination and target group</li><li>• Using transparency, the trainer should explain those classifications and definitions of each group</li><li>• Trainer should ask participants “after the identification of their audience”, about the need of each group and how can s/he assist their needs.</li></ul> |

**Specific Objective #26: Client Management:**  
**To improve management of clients .**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p>1- Client flow analysis<br/> Bottle neck Definition:<br/> is a place where the client spends the longest time to receive the service</p> <ul style="list-style-type: none"> <li>• Example way of improving client flow:- <ol style="list-style-type: none"> <li>1- Decrease waiting time.</li> <li>2- Activate the appointment system.</li> <li>3- Decrease Number of stops for each service.</li> <li>4- Writing the name of each clinic.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• Learning exercise No.1</li> <li>• Divide the participants into 3 groups</li> <li>• On a flip chart, each group have to draw a client flow chart in one center</li> <li>• They have to determine the bottle neck in the center</li> <li>• Each group should present this chart</li> </ul><br><ul style="list-style-type: none"> <li>• Through brainstorming:-<br/> Determine the ways of stream lining of client route</li> </ul> |

**Specific Objective # 27: COACH/Understand “Coach” as an important managerial skill.**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods  |
|---|--|
| <p><b><u>COACH</u></b><br/>           (See transparency 27-1)<br/> <b>Clear Performance</b><br/> <b>Openness to learning</b><br/> <b>Assess Performance</b><br/> <b>Communications</b><br/> <b>Help and follow up</b></p> <ul style="list-style-type: none"> <li>• Use checklist as a method for staff development<br/>(See handout 27-1)</li> </ul> <p>Tools for COACH<br/>           (See transparency 27-2)</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Questionnaires</li> <li>• Case Study</li> <li>• Role play</li> <li>• Discussion groups</li> <li>• Skill practice</li> <li>• Check list</li> </ul> | <ul style="list-style-type: none"> <li>• Trainer by shocking should ask the participants</li> <li>• How do you understand the role of a manager as COACH?</li> <li>• Group discussion</li> <li>• Show transparency (COACH) No. 1</li> </ul> <p>Learning exercise</p> <ul style="list-style-type: none"> <li>• Coach skills inventory (Check list)</li> <li>• Pass out all check list to all participants</li> <li>• Each participant for himself will answer the question and assess himself as a COACH manager</li> <li>• Trainer should give a small lecture about tools needed for a COACH</li> <li>• Show transparency # (27-2)</li> </ul> |



**Specific Objective #28: Performance Analysis Objective:**  
**To identify ways to increase centers' personnel performance**

| CONTENT<br>Knowledge/Attitudes/Skills   | Training/Learning Methods   |
|---|---|
| <p><b><u>Causes of low performance</u></b></p> <ol style="list-style-type: none"> <li>1. Lack of training</li> <li>2. Lack of motivation</li> <li>3. Rapid turn over</li> <li>4. Overload</li> <li>5. Regain rules</li> <li>6. Ineffective inter-personal relations</li> <li>7. Managerial problems</li> </ol> <p>Identify training needs through:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Questionnaire</li> <li>• Exiting interview</li> <li>• Job description</li> <li>• Task analysis</li> </ul> <p>Goals of training</p> <p>To get skills</p> <p>To update old skill</p> <p>To motivate staff</p> <p>To increase performance</p> | <ul style="list-style-type: none"> <li>• Trainer should ask participants about the causes of low performance in their centers</li> </ul> <p>"Through brain storming"</p> <ul style="list-style-type: none"> <li>• Write answers on a flip chart</li> <li>• Group discussion</li> <li>• Trainer should show use Transparencies</li> <li>• (Performance gap):<br/>(See transparency 28-1)</li> </ul> <p>Case study (See handout 28-1)</p> <ul style="list-style-type: none"> <li>• Divide the participants to 3 groups</li> <li>• They have to find out the performance problem</li> <li>• Put solutions</li> <li>• Presentations of the</li> <li>• Show transparency (performance analysis tree):<br/>(See transparency 28-2)</li> </ul> <ul style="list-style-type: none"> <li>• Trainer should ask about the goal of training</li> </ul> |

**Specific Objective # 29: To review the commodity management process**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p>Review the commodity management process</p> <p>1) For providing high quality services to the clients (No stock out)</p> <p>2) (Different options are available all the time) quality care.</p>  | <ul style="list-style-type: none"> <li>• Learning exercise</li> <li>• Divide the participants into 3 groups, each group has to discuss the process of commodity management system in the chosen center</li> <li>• Presentation of the commodity process by every group alone</li> <li>• Trainer should ask the Participants using brain storming<br/>“Why is it important to have an organized commodity system in their centers ?.”</li> <li>• Write the answers of participants on a Flipchart</li> </ul>   |
| <p><b><u>Steps of Distribution</u></b></p> <ol style="list-style-type: none"> <li>1. Receiving shipment of contraceptive</li> <li>2. Storing contraceptive</li> <li>3. Transporting contraceptives from the warehouse to next distribution point</li> <li>4. Managing inventory</li> </ol> <p><b>Commodity management is important for:</b></p> <ol style="list-style-type: none"> <li>1. Decision making</li> <li>2. Stock out</li> <li>3. Client flow</li> <li>4. It affects the quality of service</li> </ol> | <p>Through group discussion ask the participants:</p> <ul style="list-style-type: none"> <li>• How do you determine the quantity of each kind ?<br/>(See handout 29-1)</li> <li>• What are the steps for the distribution of contraceptives ?</li> <li>• Are you storing your supplies in a proper way and how?<br/>(See handout 29-2)</li> <li>• Is there a storage guidelines to be followed ?</li> <li>• Trainer will draw the cycle of Contraceptive supply management on a flip chart</li> <li>• Pass out for each participant storage checklist</li> <li>• Trainer should ask the participants why as a manager I need to know about commodity management.</li> </ul> |

**Specific Objective #30: Performance Analysis Motivation:  
To identify methods and principles of motivation**

| CONTENT<br>Knowledge/Attitudes/Skills                 | Training/Learning Methods   |
|---|---|
| Maslow Theory(see handout)<br>(See transparency 30-1) | <ul style="list-style-type: none"> <li>• Trainer through a short lecture should clarify the Maslow's Hierarchy of needs</li> <li>• Show transparency</li> <li>• Through group discussion, identify the relation between staff need and Maslow's Hierarchy of needs</li> </ul> |
| A Manager as a good motivator<br>(See handout 30-1)   | <ul style="list-style-type: none"> <li>• Pass out check lists "How good of a motivator are you?"</li> <li>• Each participant will assess his skill alone</li> </ul>   |

**Specific Objective #31: Management Information System :**  
**To justify the use of MIS for making decision and enhancing quality of care**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| <p><b>MIS</b> is a specifically designed communication system, in which data are gathered, stored; analyzed formulated and reported (See handout 31-1)</p> <p>MIS Objectives:(See handout 31-2)</p> <ol style="list-style-type: none"> <li>1. To create comprehensive data base to assess coverage and quality of services provided</li> <li>2. To provide up-to-date reliable and complete information of the program activities</li> <li>3. To promote data analysis and use of data among program management at all levels</li> </ol> <p>Components of MIS (See handout 31-3)</p> <ul style="list-style-type: none"> <li>• Procedures and documentation</li> <li>• People</li> <li>• Equipment</li> <li>• Communication (See handouts)</li> </ul> <p><b><u>Information needed for:</u></b></p> <ol style="list-style-type: none"> <li>1. Decision making</li> <li>2. Change, improve and evaluate the performance</li> <li>3. Reporting results</li> <li>4. Problem solving</li> <li>5. Feedback</li> </ol> <p><b>MIS Cycle</b><br/>(See transparency 31-1)</p> | <ul style="list-style-type: none"> <li>• Trainer should divide the participants into 3 groups (Case Study) (See handout 31-4)</li> <li>• Each group have to discuss the case study and identify the problem and solutions for it</li> <li>• Presentation of the groups</li> </ul><br><ul style="list-style-type: none"> <li>• Trainer should show a transparency</li> <li>• Trainer should ask the participants</li> <li>• Who needs the information? (See handout 31-5) <ul style="list-style-type: none"> <li>- Ministers</li> <li>- Directors</li> <li>- Departments</li> <li>- Individuals</li> <li>- Etc.</li> </ul> </li> </ul><br><ul style="list-style-type: none"> <li>• Trainer should ask the participants through brainstorming about the components of MIS</li> <li>• Trainer should ask the participants why managers need information?</li> <li>• Group discussion</li> </ul><br><p>Trainer should show a transparency (MIS cycle)</p> |

**Specific Objective # 32: Evaluation:**  
**To explain the purpose and concept of evaluation content**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods  |
|--|--|
| <p>1. Definition of Evaluation</p> <p>It is the systematic collection, analysis and interpretation of data for the purpose of determining the value of a social policy or program to be used in decision making about the policy of program.</p> <p>1. Purpose of evaluation</p> <ul style="list-style-type: none"> <li>• Revise work plan</li> <li>• Judge success or failure</li> <li>• Providing information for program management</li> <li>• Planning for new or expanded activity</li> <li>• Making changes in direction</li> </ul> <p>Who should Evaluate?</p> <ul style="list-style-type: none"> <li>• Program managers</li> <li>• Donors</li> <li>• Policy makers</li> <li>• Program staff</li> </ul> | <p>“Group discussion”</p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask participants, what does evaluation mean to you?</li> <li>• Ask participants to recall Previous experiences with Evaluation</li> <li>• Has anyone used or designed any evaluation in the past</li> <li>• Has your experience with Evaluation been positive or negative?</li> </ul> <ul style="list-style-type: none"> <li>▪ What is the purpose of evaluation?</li> <li>▪ Each participant should answer this question and write it on flip chart.</li> </ul> <p>Through brainstorming, the trainer will ask the trainee who should evaluate?</p> |

**Specific Objective # 32: Evaluation:**

**To explain the purpose and concept of evaluation content (continued)**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods  |
|--|--|
| <p><b><u>Useful definitions</u></b></p> <p><b><u>Inputs</u></b> include human and material resources.</p> <p><b><u>Process</u></b>, all procedures clinical and non clinical in the center.</p> <p><b><u>Outputs</u></b> product, include human and material for example trained personnel or completed files.</p> <p><b><u>Impact</u></b><br/>The extent to which the program has made a long term change in the attitude, behaviors or health of the program participants</p> <p><b><u>Monitoring</u></b><br/>The process of regularly checking the status of a program, by observing whether planned activities have been conducted and completed and whether they are generating the desired change.</p> | <p>The trainer should:</p> <p>Write these definitions in small cards, and through discussion explain the difference between:-</p> <p><b>Impact and output</b><br/>- <b>Monitoring and evaluation input, process output</b></p> |

**Specific Objective # 32: Evaluation:****To explain the purpose and concept of evaluation content (continued)**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods  |
|--|--|
|  | <p>Tell the participants that in order to summarize all their previous learning about evaluation, you would like them to consider five points about the subject:</p> <ul style="list-style-type: none"><li>• Why should we evaluate?</li><li>• Who should we evaluate?</li><li>• What should we evaluate?</li><li>• When to evaluate?</li><li>• How to evaluate?</li></ul> |
| <p>What do we evaluate?</p> <ol style="list-style-type: none"><li>1. Knowledge</li><li>2. Objectives</li><li>3. Equipment</li><li>4. Trainers</li><li>5. Trainees</li><li>6. Process</li><li>7. Content</li><li>8. Environment</li><li>9. Documentation</li><li>10. Other</li></ol>    | <p>The trainer through brainstorming should ask the participants what do we evaluate</p> <p>-Write answers on the flip chart</p>   |
| <p>When do we evaluate?</p> <ol style="list-style-type: none"><li>1. Evaluate the information</li><li>2. Evaluate at the end of planning</li><li>3. Evaluate after organization (feedback)</li><li>4. Middle evaluation Peer<br/>Internal evaluation<br/>External evaluation</li></ol> | <p>Trainer should ask the participants: When do we evaluate, show transparency (evaluation process) (See transparency 32-1)</p>  |
| <p>The evaluations tools</p> <p>How do we evaluate?</p> <p>By using:</p> <ol style="list-style-type: none"><li>1. Checklists</li><li>2. Questionnaire</li><li>3. Exit interview</li><li>4. Direct observation</li></ol>  | <p>Through discussion the trainer should ask the participants what are the evaluation tools</p> <p>One participant must write it on the flip chart</p> <p>(See handout 32-1)</p>   |

**Specific Objective # 32: Evaluation:****To explain the purpose and concept of evaluation content (continued)**

| CONTENT<br>Knowledge/Attitudes/Skills  | Training/Learning Methods   |
|--|---|
| 5. Files<br>6. Client documents<br>7. Focus group<br>8. Surveys  |   |
| What are the steps for evaluation?<br><br>1. Planning the evaluation<br>2. Conducting the evaluation<br>3. Using the result<br>(See handout 32-2)<br><br>Evaluation process<br>(See transparency 32-1) | Divide the participants into small groups to work, on the following task:<br>1. Designing overall evaluation form for this training of Management.<br>2. Share your design with the other groups for feedback and additional ideas<br>3. Agree on one final design<br>4. We will use this design as our final evaluation for this workshop<br>5. Ask the following questions about the experience of designing an evaluation form<br>• What did you find difficult about the task?<br>• What would have made it easier?<br>• Initiate discussion about the form itself by asking for each question:<br>• Why are you asking this question ?<br>• What new information do you hope to get from this question?<br>• How will you use this information ? |



**Specific Objective # 32: Evaluation:**

**To explain the purpose and concept of evaluation content (continued)**

| CONTENT<br>Knowledge/Attitudes/Skills | Training/Learning Methods  |
|---------------------------------------|--|
|                                       | <ul style="list-style-type: none"><li>• Pass out evaluation sheet for each participant to evaluate the workshop (training)</li></ul> |

# Handouts

## Handout 2-1

### MANAGEMENT NEEDS ASSESSMENT FOR WORKSHOP PLANNING

**Please be as complete but concise, and precise as possible.**

As Center Manager, the areas of management I would like to learn about or improve is/are:

- 1.....  
.....
- 2.....  
.....
- 3.....  
.....
- 4.....  
.....
- 5.....  
.....
- 6.....  
.....
- 7.....  
.....
- 8.....  
.....

**Other:**.....  
.....  
.....  
.....  
.....

(Make a +sign under the level that better represents your strength)

**My strengths as a manager are:**

**In Planning,**

- |  | (Levels) | Very strong | Strong | Adequate | Must Improve |
|--|----------|-------------|--------|----------|--------------|
| 1. Assessment of client's needs.....         |          |             |        |          |              |
| 2. Assessment of my personnel skills.....    |          |             |        |          |              |
| 3. Assessment of my personnel potential..... |          |             |        |          |              |
| 4. Retrieving information.....               |          |             |        |          |              |

**Very strong      Strong      Adequate      Must Improve**

- 5. Developing objectives.....
- 6. Sharing objectives with personnel.....
- 7. Developing Mission, Goals and  
Objectives with personnel.....
- 8. Developing written program.....
- 9. Sharing developed program  
with personnel.....
- 10. Developing program with  
personnel .....

**In Organizational Development,**

- 1. Knowing each employees present skills  
and abilities.....
- 2. Defining training needs.....
- 3. Developing a Management  
Information system (MIS).....
- 4. Using a MIS.....
- 5. Setting performance norms.....
- 6. Sharing performance norms  
With personnel.....
- 7. Developing performance norms  
With personnel.....
- 8. Developing tools to control  
quality of care provided.....
- 9. Having client feedback.....
- 10. Developing logistics system.....

**Other**.....  
.....

**Very Strong      Strong      Adequate      Must Improve**

**In Activity Implementation,**

- 1. Managing my time.....
- 2. Managing the time of others.....
- 3. Designing work plans.....
- 4. Controlling work plans.....
- 5. Using data.....

**Very Strong      Strong      Adequate      Must Improve**

- 6. Insuring stock management.....
- 7. Regular reporting .....
- 8. Asking for feedback.....
- 9. Communicating with personnel.....
- 10. Communicating with other Directors.....
- 11. Communicating with Community.....
- 12. Using Communication Skills.....
- 13. Using Observation Skills.....
- 14. Supervising personnel.....
- 15. Training personnel on the job.....
- 16. Using budget as a monitoring tool.....
- 17. Monitoring activities.....
- 18. Assessing facility status.....
- 19. Insuring client follow-up.....
- 20. Managing people.....
- 21. Searching to improve quality of  
    Services to the client.....
- 22. Solving  
conflicts.....
- 23. Acting as a leader.....
- 24. Team  
building.....
- 25. Evaluating .....
- 26. Using quality  
tools.....

**Other**.....  
 .....  
 .....

**Suggestions on how to make this workshop the most useful for you:**

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**Other suggestions and/or remarks**

.....

.....

.....

.....

.....

## THE USE OF “WHERE ARE WE” IN TRAINING

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During the course of a training day, many things happen to each person. Some are common and recognized by everyone. Others are quite individual, for the events of the training relate in a specific way with each individual's past experience.

From time to time, problems may arise which may interfere with the progress of the individual or of the group. Or, an individual, in resolving a conflict, may have gained new insight into the course, his work, or the group relationships.

We know that all of these experiences have the potential to interfere with the individual or group learning experience if they are not resolved. They also represent a treasury of valuable resources which can be used to enrich the training for everyone-if they are shared.

To give everyone the opportunity to profit from these “second thoughts,” or deeper insights, we will begin our daily session with a period we call, “WHERE ARE WE?” or “Learning Issues.” Each member of the group may share with the others, so that he/she approaches the new day's work free of unresolved and distracting difficulties, and having received the benefit of other member's experiences.

## Handout 7-1

# THE USE OF “REFLECTIONS” IN TRAINING

During the training day, many things happen to each person. Some are common and recognized by everyone. Others are quite individual, for the events of the training relate in a specific way with each individual's past experience.

From time to time, an individual may have gained a new insight into the course, or work. Or problems may arise which interfere with the learning of an individual or of the group.

As the participants leave for the day, they have different small group or individual experiences, all of which have some influence on the training. Some may be discoveries, others may be questions which come up after thinking about the day's work.

These experiences are a treasury of valuable resources which can be used to enrich the training for everyone if they are shared. They also can interfere with the individual or group learning experience if they are not discussed.

To give everyone the benefit of these “second thoughts,” or insights, we will end our daily session with a period we call “Reflections.” Each member of the group may share with all the others, so that he or she ends the day's work without distracting and unresolved difficulties, and has the benefit of other member's experiences.

Reflections is an opportunity to give feedback to the trainer to modify the training session. Reflections also provide a time to summarize the day's activities.

Suggested questions:

- What helped your learning today?
- What hindered your learning today?
- What did you like about today? How did you feel about it?
- What didn't you like?
- Anything you will be able to use?
- Anything anyone wants to say before we leave?



## Handout 8-1

### ***Is It Communication***

Is there communication?

Yes? No? We don't know? Why

Read each of these interactions and decide for yourself

1. In the night a child cries. His mother hears him, awakes and goes to him.
2. In the night a child cries. His mother sleeps on.
3. In the night a child cries. His mother sleeps on, but the neighbor wakes up hearing the cries.
4. Someone watches a traffic light change from red to green.
5. Someone watches a traffic light change from pink to blue.
6. A dog growls at another, and the other dogs run away.
7. A villager looks at a poster with a skeletal face, which says "AIDS Kills."
8. A doctor tells his patient that she wouldn't have AIDS if she hadn't been so promiscuous.
9. An AIDS educator explains on a radio program the importance of getting tested early for HIV, and a caller phones to ask the location of the newest testing site.
10. Mrs. C. tells her husband, who is watching the World Cup on TV, that she and her baby have both been diagnosed with AIDS, and the husband replies, "That's nice dear."

## **Handout 9-1**

### **Rules of Feedback**

To give:     Ask permission from the receiver  
                 Be clear  
                 Be short  
                 What you saw/observed/heard  
                 Be timely (Immediate)

### **No Judgment (Why?)**

To Receive: Listen  
                 Ask clarification  
                 Ask for suggestions

### **No Justification or Reply unless asked for**

TRAINING STYLE

DIDACTIC vs SOCRATIC

EXERCISE ONE: Didactic Style

DIRECTIONS:

1. The trainer will read each instruction to the group twice only.
2. The group is to follow the instructions individually.
3. No one may speak or ask questions.

INSTRUCTIONS TO GROUP:

1. Draw a square.
2. Draw a second square. Its top side is touched in the middle by the right lower corner of the first square.
3. Draw a third square. Its top left corner touches the right lower corner of the second square.
4. Draw a fourth square. Its top right side touches 1/3 of the bottom side of the third square.

EXERCISE TWO: Socratic Style

DIRECTIONS:

1. The trainer will read each instruction as often as necessary so that each member of the group understands it completely.
2. The group follows the instructions as in exercise one.
3. Each person may ask as many questions as he wishes.

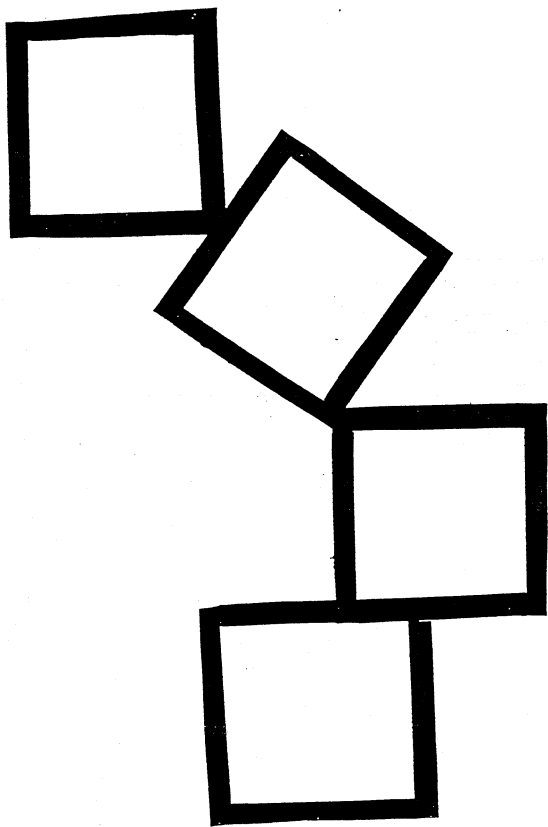
INSTRUCTIONS TO GROUP:

1. Draw a square.
2. Draw a second square. Its top side touches the left 2/3 of the bottom side of the first square.
3. Draw a third square on the oblique. Its top side is touched in the middle by the right lower corner of the second square.
4. Draw a fourth square. Its top side is touched in the middle by the lowest corner of the third square.

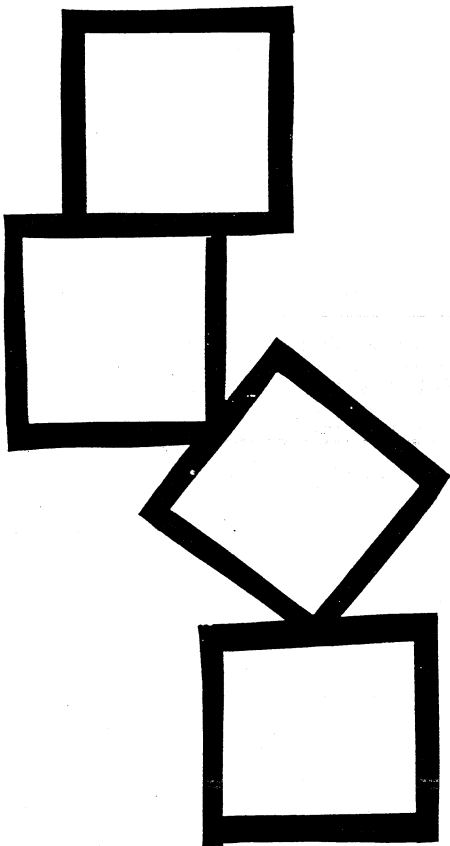
SYNTHESIS:

Compare the two exercises; decide what was learned about training style, and apply it to the work situation.

EXERCISE ONE



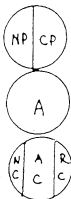
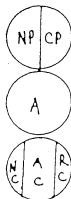
EXERCISE TWO



TRANSACTIONS TO ANALYZE

According to TA theory, what's happening in each of these little conversations?

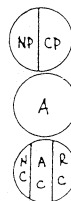
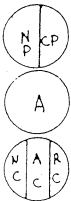
1.



"What day is it?"

It's Wednesday."

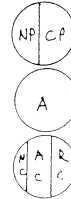
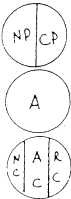
2.



"This TA theory is ridiculous.  
What a waste of time."

"Yes, it's almost as idiotic  
as active listening."

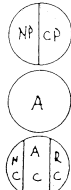
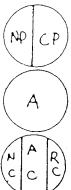
3.



"I love you."

"I love you too."

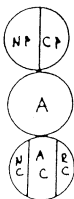
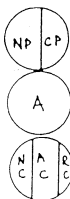
4.



"Look at this great drawing  
I did."

"It's really nice! Good work."

9.



"It would be better if you stop drinking alcohol."

"If I want to get drunk, I will. I don't care what you say."

## HOW ADULTS LEARN

1. ADULTS HAVE MANY PREVIOUS EXPERIENCES THAT ARE PERTINENT TO ANY EDUCATIONAL ACTIVITY. IGNORING THEM CAUSES RESISTANCE TO LEARNING.
2. ADULTS HAVE A GREAT MANY PREOCCUPATIONS OTHER THAN WHAT YOU MAY BE TRYING TO TEACH THEM. IF YOU WASTE THEIR TIME, THEY WILL RESENT IT.
3. ADULTS ARE FACED WITH REAL DECISIONS TO MAKE AND REAL PROBLEMS TO SOLVE. IF TRAINING DOES NOT HELP THEM WITH EITHER, IT MAY BE WASTED.
4. ADULTS REACT TO AUTHORITY BY HABIT ACCORDING TO THEIR EXPERIENCES. YOU CANNOT FORCE SOMEONE TO LEARN.
5. ADULTS ARE PROUD AND SELF-DIRECTING. LEARNING IS MOST EFFICIENT WHEN IT IS THE LEARNER'S IDEA, AND MEETING HIS SPECIFIC NEEDS.
6. ADULTS HAVE REAL THINGS TO LOSE. LEARNING MUST ENHANCE THEIR POSITION, THEIR ESTEEM, OR THEIR SELF-ACTUALIZATION. OTHERWISE THERE IS TOO MUCH RISK.



## ADULT LEARNING THEORY

### PEDAGOGY

Teacher

### ANDRAGOGY

Facilitator

#### Self Concept

- dominant teacher
- dependent learner
- a directing relationship
- reciprocity in teaching/ learning
- a helping relationship

#### Readiness to learn

- one way communication from teacher to learner
- multi communication shared by all.  
A community of teachers and learners.

#### Time Perspective

- teachers are curators
- study now for use someday
- experience of all valued as resources for learning
- facilitator helps learner diagnose learning needs

#### Evaluation

- students the focus of evaluation
- teacher evaluates the students
- problem finding & solving
- learning by working on today's problems today.

a Handout 11-4  
PEDAGOGY Vs. ANDRAGOGY

While pedagogy is defined as the art of science of helping children learn, andragogy is the art of science of helping adults learn. Malcom Knowles, who has developed the model of andragogy, here talks about the difference:

PEDAGOGY

1. The role of learner, regardless of state of maturity, is a dependent role.
2. The experience of the learner has little value as a resource for learning.
3. People are ready to learn what they are told they must learn.
4. Learners are subject-centered in their orientation to learning; they perceive learning as being a process of accumulating subject matter.
5. Motivation to learn is primarily externally induced.

ANDRAGOGY

1. It is a natural part of the process of maturation for an individual to want(need) move from dependency toward increasing self-responsibility and self-directedness.
2. As individuals grow and develop, they accumulate an increasing reservoir of experience that is a rich resource for learning.
3. People become ready to learn whatever they need to know or be able to do in order to cope more effectively with changing life tasks and life problems.
4. Adults tend to be problem-centered or task centered in their orientation to learning; they learn better, therefore, when learning experiences are organized around life situations than when they are presented in terms of subject units.
5. Although adults respond to externally induced motivators, the more potent motivations to learn come from internal needs to grow and develop toward self-fulfillment.

---

SUMMARY

PEDAGOGY - an ideology  
 ANDRAGOGY - a system of alternative assumptions

Compare the two. Choose the most appropriate, and always move towards the right.

# A MANAGER'S CHECK LIST.

"Handout 18-1"

|   | YES | NO |
|---|-----|----|
| 1. Do I know what stimulates each of my subordinates?             | —   | —  |
| 2. Am I a good listener to employees?                             | —   | —  |
| 3. Do I criticize in private?                                     | —   | —  |
| 4. Do I praise in public?   | —   | —  |
| 5. Do I offer constructive criticism?                             | —   | —  |
| 6. Do I give credit where it is due?                              | —   | —  |
| 7. Do I show a personal interest in those working for me?         | —   | —  |
| 8. Do I give reasons when I ask that something be done?           | —   | —  |
| 9. Do I let my people know what is going on?                      | —   | —  |
| 10. Am I consistent in disciplining workers?                      | —   | —  |
| 11. Do I show people what I have confidence in them?              | —   | —  |
| 12. Do I ask my subordinates for their ideas?                     | —   | —  |
| 13. Do I give people a chance to help make decisions?             | —   | —  |
| 14. Do my subordinates know where they stand at all times?        | —   | —  |
| 15. Do I give instructions clearly so they are understood by all? | —   | —  |
| 16. Do I look for solutions to the grievances of my subordinates? | —   | —  |
| 17. Do I "sell" people on doing things?                           | —   | —  |
| 18. Do I seek to develop those workers showing promise?           | —   | —  |

DO'S AND DON'TS FOR MANAGERS

We have derived some do's and don'ts which we hope will assist you. Our experience has been that managers tend to adopt the "don't" behaviors more often than the "do" behaviors. We hope by pointing out these behaviors to alter this tendency.

| <u>Situation</u>  | <u>Do</u>  | <u>Don't</u>  |
|---|--|---|
| When you are uncertain,   | Ask  | Ignore uncertainty  |
| When you disagree,  | Question   | Ignore the disagreement.  |
| When you get bored,   | Find out what you are not doing that is allowing you to be bored                                   | Attribute your boredom to what others are doing and "should" doing. |
| If you disagree with an idea,                                       | Question and discuss the disagreement  | Judge the person who disagrees with you be an idiot.                |
| If you participate in a training program,                           | It is because it will help you learn.  | Do it because you believe it will help others.                      |
| Each day,   | Think about your experience  | Do nothing  |
| While you participate in training,                                  | Be conscious of why you are doing the things you are. If you are not conscious, stop the training. | Do as little as possible so that you get bored.                     |
| When you are at a loss  | Experiment   | Give up.  |
| When you have a joint task, for which you are mutually responsible, | Take full responsibility and confront those who don't do their share.                              | Ignore uneven effort and responsibility.                            |
| If you have an uncooperative group member,                          | Request the person to leave the group  | Ignore non-cooperativeness.   |
| If you have suggestions/new ideas for the group,                    | Suggest them forcefully  | Forget them   |
| When you do something that has value to you,                        | Tell someone about it  | Deny it's important   |
| If you think something you do will help another,                    | Ask him first to confirm your belief   | Assume you know that will be good for the other person.             |
| Realize that when you form categories and generalizations they      | Make sense for you   | <u>Do not necessarily</u> make sense for others                     |

Adapted from:  
University of Southern California  
School of Public Administration  
Center for Training and Development

## Handout 14-1

### **THE SELF AS A COMMUNICATION SYSTEM**

|                   |   |
|-------------------|---|
| <b>HEAD:</b>      | held straight   |
| <b>NECK:</b>      | not rigid   |
| <b>FACE:</b>      | expressive, smiling, eyes looking at everybody                  |
| <b>SHOULDERS:</b> | backward, at ease   |
| <b>BODY:</b>      | limber/supple   |
| <b>LEGS:</b>      | not fixed, entire body moves gently toward each person in group |
| <b>HANDS:</b>     | talking gently in conjunction with voice fluctuation and tone   |
| <b>ARMS:</b>      | not stuck to the body, open and accompanying voice              |
| <b>VOICE:</b>     | clear, loud enough, modulated, with pauses controlled speed     |

## GUIDELINES FOR SUCCESSFUL PUBLIC SPEAKING

### **I. Planning**

1. Be clear about date, place, subject, and expected length of presentation.
2. Know as much as you can about your audience.
3. Prepare adequately.
4. Have all equipment and materials tested and ready beforehand.
5. If at all possible, visit the place you will be giving your presentation so that you can visualize it as you make your presentation.
6. Rehearse your presentation till you feel fully confident and can deliver it with minimal dependence upon notes.
7. Practice your gestures in front of a full length mirror.
8. If your gestures appear nervous, while you talk, hold a large book in each hand at arm's length. Nervous gestures will be suppressed - those that come through will be the real ones - and should be kept for your presentation.
9. If possible, make a tape recording of your presentation. Study your tone, vivacity, variety, pauses and rhythm. It is even more helpful if you can make a video recording.
10. Time your presentation so you don't have to be nervous about fitting it into your allowed time period.
11. Be sure that you are rested, dressed appropriately, neither hungry nor thirsty, have checked your grooming on a recent trip to the restroom, and try to avoid stressful situations in the period of time just before your presentation.
12. Have fun and enjoy yourself. Your presentation will be a great success!



## PROBLEM SOLVING PRINCIPLES

- Identify the problem ✓
- Plan to solve the problem
- Identify problem parts ✓
- Take action to solve problem
- Try number of alternatives
- Share opinions about the problem ✓
- Specify the question
- Think before answering
- Have a common understanding
- Test your solution
- Analyze the problem
- Gather information in relation with the problem and analyze
- Compare problem with other similar problems
- Try number of ways
- Look into other cultures
- Innovate
- Change dimension
- Work with others
- Be flexible
- Do not stick to usual thinking
- Look at problem from number of aspects
- Simplicity
- Do not restrict your vision
- Have fantasies



## GOALS

### GOAL ORIENTED BEHAVIOR

- HAVE CLEAR PICTURES IN YOUR MIND OF THE RESULTS YOU WISH TO ACHIEVE.
- MISSION - WHY AM I HERE? HAVE A PASSIONATE CONNECTION WITH YOUR MISSION.
- GOALS - WHAT DO YOU WANT TO LOOK BACK UPON ?
  - LONG TERM - 3 TO 20 YEARS
  - NEAR FUTURE - 1 TO 3 YEARS
- OBJECTIVES - SPECIFIC RESULTS YOU WISH TO ACHIEVE IN ONE YEAR.
- THEY ARE ALWAYS WRITTEN DOWN.
- INTERIOR ORIGIN - THEY ARE YOUR GOALS FIRST.
- FEEDBACK - HOW AM I DOING?
- REWARD - KNOWING THE VALUE OF WHAT I AM DOING.
- SUPPORT - KNOW WHERE TO GO FOR HELP.
- VISIONS - SEE THE FUTURE NOW.

WHY DO PEOPLE CHANGE THEIR BEHAVIOR?

1. They believe it will be advantageous to themselves.
2. They believe it will be advantageous to someone else although it may mean a sacrifice to themselves.
3. They believe it will be acceptable to their society or sub-group.
4. To conform to society's pressure.
5. To emulate someone (imitate someone they admire).
6. They may have nothing to lose, so why not change?
7. From fear of consequences if they don't change.
8. From guilt - to stop hurting or depriving someone.
9. They may be persuaded by others.
10. They have learning experiences which cause them to change.
11. They believe they can change.

## "Handout 22.2"

### RESISTANCE TO CHANGE CONTINUUM

#### 7 stages of behavior change

7. I am willing to demonstrate or propose the solution to others.  
↑
6. I am ready to try to change/the proposed action.  
↑
5. I see the problem and I am interested in learning more about it.  
↑
4. There is a problem but I am afraid of changing because of fear of possible negative consequences.  
↑
3. There is a problem but I am not convinced of the proposed solutions.  
↑
2. There may be a problem but it is not my responsibility. (It is the responsibility of God, of government, of someone else.)  
↑
1. There is no problem. (I am satisfied with the way things are & see no reason to change.)

What strategies or messages might be most effective at each stage of resistance to behavior change?

The same approach will not be effective at all levels.

\* At stages 5 - 7, people are more ready to accept and apply information; given them the information they need in order to act.

\* At stages 1 - 4, it is important to bring out people's opinions, and better understand their attitudes, concerns & beliefs, in order to adapt FP messages to their needs & pre-occupations.

| TASK: INSERTION OF LOOPS  |  |   |  |   |
|---------------------------|--|---|--|---|
| SUBTASKS                  | KNOWLEDGE  | ATTITUDES   | SKILLS   | LEARNING EXPERIENCES  |
| PAP SMEAR                 | What it is, what it does, what to do with referral & follow-up | Beliefs and fears about cancer                      | Taking & handling specimen   | 10 correct supervised PAP smears  |
| BIMANUAL                  | Anatomy, common conditions, contraindications to loop          | Compassion & participation of client                | Checked practice to know absence of pathology or contraindications | 10 checked bimanuals<br>2 correct diagnoses of common conditions                    |
| LOADING INSERTER          | Pieces necessary, equipment: necessary                         | Sterile technique & honesty                         | Assembly & loading practice  | - Identification of equipment<br>2. return demonstrations<br>10 supervised set-ups  |
| INSERTION PROPER          | Anatomy & process steps  | Safety, sterile technique & consideration of client | Identification of steps in process<br>Actual insertions            | 2 return demonstrations on mannequin<br>10 supervised set-ups                       |
| POST INSERTION COUNSELING | Self-care, Danger signs  | Support of client & spouse                          | Counseling techniques  | Review of what to teach client<br>2 role plays<br>10 supervised counseling          |
| CHARTING                  | Information to include<br>How to record it                     | Necessity for accurate data                         | Practice charting  | Analysis of charts<br>What & Why<br>2 return demonstrations<br>10 supervised charts |
| FOLLOW-UP (General)       | General information about follow-up of IUD clients             | Necessity for follow-up of client & spouse          |  | Discussion of post-insertion course of clients                                      |
| FOLLOW-UP (Clinic Visit)  | Protocol for revisits  | Completeness  | Following clinic protocol  | Outline of protocol<br>2 return demonstrations<br>10 supervised clients             |

# C.O.A.C.H. SKILLS INVENTORY

by: Gary Bergthold, Ed.D.

To what degree are the following statements true of your actions or behavior when teaching new skills to trainees? Circle the number that applies to each statement.

|                             |                                   |                                 |                                     |                               |
|-----------------------------|-----------------------------------|---------------------------------|-------------------------------------|-------------------------------|
| 5<br>Very<br>Characteristic | 4<br>Moderately<br>Characteristic | 3<br>Somewhat<br>Characteristic | 2<br>Moderately<br>Uncharacteristic | 1<br>Very<br>Uncharacteristic |
|-----------------------------|-----------------------------------|---------------------------------|-------------------------------------|-------------------------------|

## A. Clear Performance Model

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I demonstrate the new skill myself before asking trainees to do it. . . . .  | 5 | 4 | 3 | 2 | 1 |
| 2. I am careful that my demonstration shows the best approved practices. . . . .  | 5 | 4 | 3 | 2 | 1 |
| 3. I verbally explain each step in the process while I demonstrate it. . . . .  | 5 | 4 | 3 | 2 | 1 |
| 4. I demonstrate the skill in a role play or using models before demonstrating with live clients. . . . .   | 5 | 4 | 3 | 2 | 1 |
| 5. I make sure all trainees are in a position to see the demonstration clearly. . . . .   | 5 | 4 | 3 | 2 | 1 |
| 6. In my demonstration I use materials, equipment and a setting similar to what is available to my trainees. . . . .  | 5 | 4 | 3 | 2 | 1 |
| 7. During my demonstration I encourage trainees to ask questions. . . . .   | 5 | 4 | 3 | 2 | 1 |
| 8. I ask questions of trainees such as "What should I do next?" or "What would happen if ....?", to keep their interest and test their understanding. . . . . | 5 | 4 | 3 | 2 | 1 |

Clear Performance Model - Total Score

## B. Openness to Learning

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I help trainees relax by getting to know them informally before introducing new skills. . . . . | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|



7. I make sure that trainees do not practice incorrect procedures. . . . . 5 4 3 2 1
8. I encourage trainees to take personal responsibility for problems - to never blame the client or others. . . . . 5 4 3 2 1

Assessing Performance - Total Score

D. Communication with Trainees

1. I encourage mutual, two-way communication with trainees. . . . . 5 4 3 2 1
2. I initiate conversations and ask questions to help trainees resolve their concerns. . . . . 5 4 3 2 1
3. I develop a full understanding of the problems before helping to solve them. . . . . 5 4 3 2 1
4. I request trainee opinions before expressing mine. . . . . 5 4 3 2 1
5. I emphasize solving problems rather than blaming people. . . . . 5 4 3 2 1
6. I help trainees find their own solutions to problems. . . . . 5 4 3 2 1
7. I encourage trainees to suggest better ways of doing things. . . . . 5 4 3 2 1
8. At least once each training day I ask trainees to evaluate the training and suggest improvements. . . . . 5 4 3 2 1

Communication with Trainees - Total Score

E. Help and Follow-up

1. At the end of training I ask each trainee to identify the skills they need to practice further. . . . . 5 4 3 2 1
2. I make sure each trainee has a plan for continuing to practice and apply the skills after training. . . . . 5 4 3 2 1
3. I arrange for each trainee to be visited at his/her work site soon after training to see that skills are being practiced properly. . . . . 5 4 3 2 1
4. I get feedback from trainees or their supervisors

(7)

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
|    | about how well they are performing the skills. . . . .   | 5 | 4 | 3 | 2 | 1 |
| 5. | I take steps to insure that trainees have the necessary equipment and supplies to apply the skills they were taught. . . . . | 5 | 4 | 3 | 2 | 1 |
| 6. | I set up ways for trainees to contact myself or other skilled persons to get help if they need it. . . . .                   | 5 | 4 | 3 | 2 | 1 |
| 7. | I make sure the trainees' supervisors understand and support the procedures trainees were taught. . . . .                    | 5 | 4 | 3 | 2 | 1 |
| 8. | I supply handouts, books, supplies needed to support the skills and procedures I teach. . . . .                              | 5 | 4 | 3 | 2 | 1 |

Help and Follow-up - Total Score

Total C.O.A.C.H. Score



Continued

Is Training Necessary? Case II

"Mrs. Fletcher," said Dr. Collins to the family planning clinic manager, "Could I speak with you for a moment?" Mrs. Fletcher invited him into her office and said, "How can I help you?"

"When will Miss Marlow be returning to her job as counselor?" asked Dr. Collins. "She's been gone almost two months now, hasn't she?"

"Her mother is still recuperating from the operation," said Mrs. Fletcher, "and when I spoke with her last week she still wasn't certain when she would be able to return to the island and come back to work. Why do you ask?"

"Well, I have seen a number of clients in the last two weeks who are recent new-comers to the family planning clinic and who have come to me with a number of questions about how their contraceptive method works and the side effects they are experiencing. I have asked them whether this was explained to them when they were counseled about family planning, and apparently they didn't get a good explanation during counseling. While looking at their records, I noticed that they were all counseled by Nurse Hamilton. If she is going to continue to fill in for Miss Marlow, I think you had better look into how good a job Nurse Hamilton is doing with counseling."

Mrs. Fletcher thanked Dr. Collins for this information and thought about the situation. Miss Marlow had had to leave the island very suddenly to take care of her mother, and since Miss Marlow hadn't known how long she would be gone, Mrs. Fletcher had asked Nurse Hamilton to counsel the new clients. Miss Fletcher had briefly discussed with Nurse Hamilton how to counsel clients, but Nurse Hamilton had had no formal training in counseling. Mrs. Fletcher now asked her to come talk with her in her office.

"How do you feel your counseling is going?" Mrs. Fletcher asked Nurse Hamilton.

"I don't really know," responded Nurse Hamilton. "I've never had to do any counseling before, and even though you told me a bit about it, I'm not at all sure that I'm doing it right."

"I spoke with Dr. Collins this morning," said Mrs. Fletcher, "and he told me he was concerned because a number of new clients have come to him with questions about their contraceptive methods and their side effects. He wondered how you were doing. Do you think you need some help with this?"

Nurse Hamilton replied, "I think that if I am going to continue to counsel, I need to know more about how to do it. I wouldn't want the clients to be dissatisfied."

"We really don't know when, or if, Miss Marlow will come back," said Mrs. Fletcher. "Would you be interested in continuing to counsel clients if you knew more about how to do it?" Nurse Hamilton said that she would. Mrs. Fletcher then had to decide what to do.

What is the performance problem?

*Nurse Hamilton is not counseling clients properly. She is not giving the clients complete information on all the available methods and the possible side effects.*

Is it important?

*Yes. Clients must receive complete information on all available methods in order to make a well-informed choice about the contraceptive method that is best for them. In addition, client satisfaction is essential to the success of the clinic.*

Does the individual have the skill to carry out the task?

*No. Nurse Hamilton has never been properly trained in counseling. She doesn't know counseling techniques or all the information that should be covered in a counseling session.*

Has she done it in the past?

*No. This is the first time she has had to do any family planning counseling.*

Using the decision tree, Mrs. Fletcher saw that the next step would be to arrange for Nurse Hamilton to be trained in counseling. As is often the case, Mrs. Fletcher found that there were other factors to take

Continued

Continued

into consideration. The clinic didn't have much money budgeted for training, and Miss Marlow was still expected to return at some point. But the family planning program was planning a major promotional campaign later in the year, and was expecting the number of new acceptors to increase. Even if Miss Marlow did return by then, Mrs. Fletcher thought that it would be helpful to have Nurse Hamilton doing counseling as well. She saw this training as an opportunity for staff development and thought that the training would help Nurse Fletcher in her clinical duties as well.



~~1-18~~ Storage  
Storage Guidelines for Proper Storage

1. Clean room and whitewash walls.
2. Check roof for water leakage.
3. No direct sunlight on the supplies.
4. Storeroom not subject to water penetration.
5. Supplies to be stacked at least 4 inches (10cm) from floor.  
( Arrange dunnage of wood or steel. )
6. Supplies to be stacked at least 1 foot (30cm) from any wall.
7. Separate stacks accessible for "first in first out" (FIFO), counting, and general management.
8. Stacks not more than 8 feet high ( 2.4 m).
9. Identification marks and other labels visible.
10. Supplies to be issued by carton or box lot, if possible.
11. Well ventilated.
12. Well lighted.
13. Fire extinguishers not blocked.
14. Vaccines must be stored in refrigerator.
15. Old files, information material, office supplies, etc. should be stored separately.
16. Insecticides and other chemicals not to be stored together with contraceptives and medical supplies.
17. Storeroom to be disinfected and sprayed against insects every third month.
18. Damaged and expired supplies to be separated and disposed of without delay.
19. Storeroom keys must be available at all times.
20. Daily cleaning of storeroom.

— pregnant

commodity management  
Storage Guidelines

# How Good a Motivator Are You?

Check your motivational practices by rating yourself on the questions below.  
Add your totals in each column. Score yourself as follows: 90-100 = Excellent  
80-90 = Good 70-80 = Fair Below 70 = Poor.

|   | Usually<br>(4 points) | Sometimes<br>(2 points) | Never<br>(0 points) |
|---|-----------------------|-------------------------|---------------------|
| 1. I believe my students are competent & trustworthy.                                     |                       |                         |                     |
| 2. I avoid labelling students.  |                       |                         |                     |
| 3. I avoid sarcasm, put-downs, and ridicule.  |                       |                         |                     |
| 4. I send explicit invitations to succeed.  |                       |                         |                     |
| 5. I listen to what my students really say.   |                       |                         |                     |
| 6. I let students know they are missed.   |                       |                         |                     |
| 7. I make good use of student experts in the class.                                       |                       |                         |                     |
| 8. I use heterogeneous groups to build interdependence.                                   |                       |                         |                     |
| 9. I teach leadership and communication skills.   |                       |                         |                     |
| 10. I avoid overemphasis on competition, rewards, and winning.                            |                       |                         |                     |
| 11. I help groups evaluate their effectiveness in group process.                          |                       |                         |                     |
| 12. I give equal time, attention, and support to lower ability students.                  |                       |                         |                     |
| 13. I communicate high expectations to my students.                                       |                       |                         |                     |
| 14. I focus on future success rather than past failures.                                  |                       |                         |                     |
| 15. I look for what is positive in student work and behavior.                             |                       |                         |                     |
| 16. I set and communicate clear goals for instruction.                                    |                       |                         |                     |
| 17. I use well-designed, thought-provoking questions to stimulate readiness.              |                       |                         |                     |
| 18. I use objects as focusing events to stimulate interest.                               |                       |                         |                     |
| 19. I use brainstorming to stimulate interest before beginning a lesson.                  |                       |                         |                     |
| 20. I use set induction activities that connect a present experience to a lesson concept. |                       |                         |                     |
| 21. I ask low-risk, open-ended questions.   |                       |                         |                     |
| 22. I wait 3 to 5 seconds after asking a divergent question.                              |                       |                         |                     |
| 23. I suspend judgment and redirect a question to get multiple responses.                 |                       |                         |                     |
| 24. I paraphrase and clarify responses.   |                       |                         |                     |
| 25. I personalize teaching.   |                       |                         |                     |

## How MIS works?

- A management information system gathers information on a variety of different functions in an organization in order to permit a manager to plan, monitor and evaluate the operation and the performance of the family planning program as a whole.
- A management information system does not need to be complex.
- It should provide you with only the information you need to help you make decisions.

## MIS Objectives:

In designing the CPP MIS our objectives were:

1. To create comprehensive database to assess coverage and quality of services provided.
2. To provide up-to-date, reliable, and complete information of the CPP program activities in order to make well informed management decision about program performance and operations.
3. To promote data analysis and use of data among program management at all levels.

## THE COMPONENTS:

### -PROCEDURES AND DOCUMENTATION.

- how the system does.
- how its works.
- how to evaluate its performance.

### - PEOPLE.

- administrator.
- system analyst.
- programmers
- data entry.

### -EQUIPMENT.

- software(programs).
- hardware(computers).

### -COMMUNICATION.

- how the data will be communicated  
(reports,computer terminals.)



## **Case Study**

Dr. May Hadidi, the CPP Center's Manager at Al-Bashir Hospital received the monthly status report from the data-entry clerk for the month of April 1997. The report indicated that the No. of "New Users" of the FP services at Al-Bashir CPP center was less by half the number that was indicated by the month of March 1997 Status Report.

Dr. Hadidi called for a meeting of all the service delivery staff to find out why there was such a result for the previous month.

Dr. Hadidi opened the meeting by presenting the Status Result of the month of April 1997 and compared it with the month of March 1997.

She also added:

"Does any one have any ideas why there is such a difference of achievements between the two months?"

"Have you noticed any problems with the service delivery system at the center?"

Can we help Dr. Hadidi in finding out what the possible reasons are in order to solve out this problem.

## ORGANIZING AN INFORMATION SYSTEM:

### - DECIDE WHAT INFORMATION YOU NEED.

ex.-hospitals

-utilization indices.

ex.-health centers

-volume of work

-physician attendants

- nurse attendant,

### - WHO NEEDS THE INFORMATION.

-ministries

-director

-departments

-individuals. etc.

### - IN WHAT FORM AND FREQUENCY THE INFORMATION IS NEEDED.

-analyzed.(statistical methods)

-summarized.(tabulated).

-frequency:

-daily

-weekly

-monthly

-quarterly

-annually

## Evaluation tools

- Qualitative
- Quantitative
- Very loose
- Very structured and rigid
- Surveys
- Focus groups
- Interviews
- Observation
- Analysis of secondary data sources
- Randomized clinical designs
- Quasi-Experimental designs

## EVALUATION PLAN

STEP 1: Determine evaluation questions:

- Audience
- Your needs

STEP 2: Identify data sources.

STEP 3: Determine what is to be collected.

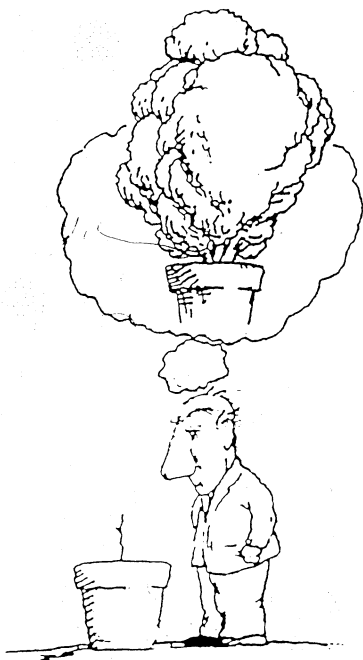
STEP 4: Collect information.

STEP 5: Analyze.

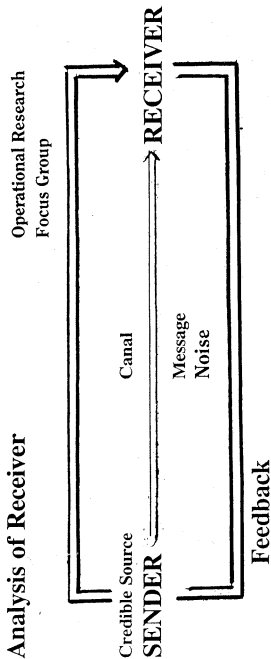
STEP 6: Report.

# Transparencies

"Transparency 8-1"



# INFORMATION FLOW



Unexpected Interpretation of Behavior

"Transparency 11-1",

## TRAINING STYLES

Authoritarian

Democratic

Laissez-faire



### Authoritarian:

as in boss or drill sergeants.

"Because I say so"

Controls learning; presents as an expert. Minimizes the "learning dialogue." May consider questions or comments as a challenge to his/her authority. Often rigid and inflexible.

Learning is usually an humiliating experience.

### Laissez-faire:

as in "Do your own thing"

Does not provide a support system or structure for learning. Does not foster responsibility.

Does not provide a safe environment for learning.

### Democratic:

as in majority rule and participation.

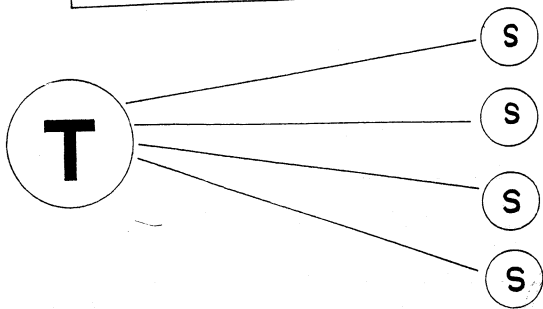
"Let us share our learning experiences"

Helps learners to grow, to become responsible for their own learning/work; to take initiative.

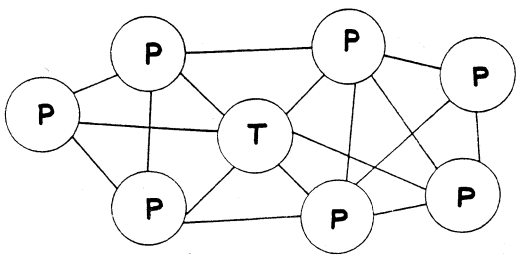


ADULT LEARNING THEORY

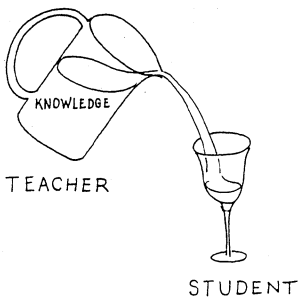
I. THE DIDACTIC "TEACHER - STUDENT" THEORY



II. THE EXPERIENTIAL SHARING THEORY



## TRADITIONAL EDUCATION



THE EMPTY VESSEL THEORY

*"Transparency 11-4"*

## LEARNING

Adults learn via three general categories:

**Modeling**

**Repetition**

**Shock**

All effective training sessions employ one or a combination of these three classical approaches:

**M** - Modeling by the facilitator

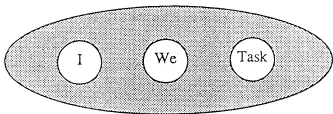
**R** - Repetition on the part of the learner

**S** - Shock or surprise to attract and hold the attention of the learner

## DEFINITION OF MANAGEMENT

### Management

*The accomplishment of planned objectives  
through teams in a suitable environment.*



THE MANAGEMENT PROCESS

PLANNING

PROBLEM IDENTIFICATION  
GOALS  
OBJECTIVES

ORGANIZING

TASKS  
ASSIGNMENTS  
TIMES

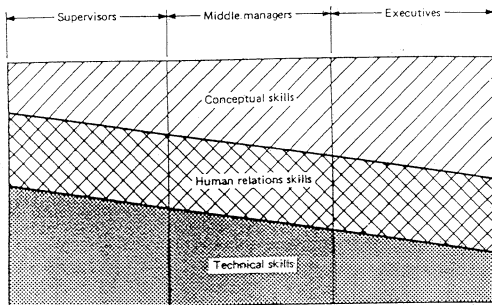
COORDINATING  
DIRECTING  
IMPLEMENTING

DELEGATION  
PERSONNEL/  
SUPERVISION

EVALUATING

WHAT?  
WHY?  
WHO?  
WHEN?

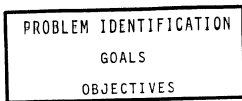
MANAGERIAL SKILLS



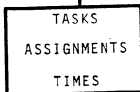
1. CONCEPTUAL SKILLS. The ability to analyze, interpret, and solve problems becomes increasingly important as you move up the managerial ladder, as shown in the above diagram.
2. HUMAN RELATIONS SKILLS. These are important at all levels of management, although they differ in nature and intensity at different levels.
3. TECHNICAL SKILLS. Related to the specific operating requirements of a particular organization, technical skills tend to be more important at lower levels of management than at upper levels.

THE MANAGEMENT PROCESS

PLANNING



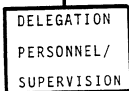
ORGANIZING



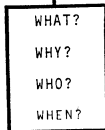
COORDINATING

DIRECTING

IMPLEMENTING



EVALUATING



## ***Principles of Public Speaking***

1. Tell them what you're going to tell them.
2. Tell them.
3. Tell them what you told them.



THE PROGRESSION OF LEARNING

THERE ARE FOUR STEPS IN THE ACQUISITION OF NEW SKILLS:

UNCONSCIOUS INCOMPETENCY

CONSCIOUS INCOMPETENCY

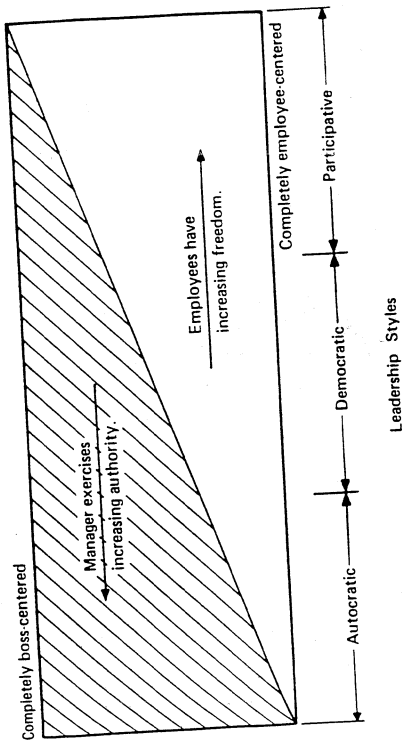
CONSCIOUS COMPETENCY

UNCONSCIOUS COMPETENCY

EXERCISE: Write your name with your left hand. Discuss implications of above four steps.

It is impossible to omit, or to skip, one of these steps.

STYLES OF LEADERSHIP



From: The McGraw-Hill 36-Hour  
Management Course,  
Lester Bittel

## What Makes A Leader?

Management of attention through vision

- Results oriented People Use vision
- to create a focus of dreams, so activities.

Management of meaning through communication

- highly refined capacity to communicate
- Use of symbols and metaphors
- purpose is to align People with dreams.

Management through Positioning

- Trust
- Persistent stance
- Clarity and reliability
- staying the course maintaining basic values and goals

Bennis

## LEARNING OBJECTIVES

LEARNING OBJECTIVES MUST BE: S M A R T !

**S**

SPECIFIC, SIMPLE

**M**

MEASURABLE

**A**

ATTAINABLE

**R**

REALISTIC, RELEVANT

**T**

TIME BOUND

Correctly written objectives must respond to the following questions:

**WHAT**

Objectives must clearly tell **WHAT** must be done

**WHEN**

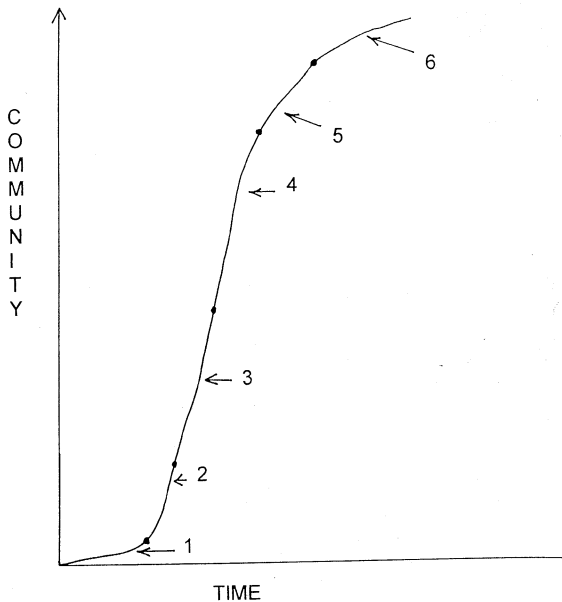
Objectives must be fixed in time. Tell **WHEN** the work will be finished

**HOW MUCH  
OR  
HOW MANY**

Objectives must tell clearly **HOW MUCH** work is to be done.

Objectives cannot be evaluated without the answers to these three questions. Other information, such as **WHY, HOW, WHO, WHERE, WITH WHOM, WITH WHAT**, etc, may be included but is not necessary for evaluation.

# DIFFUSION OF INNOVATION



1. Innovators
2. Early adopters
3. Early Majority
4. Late Majority
5. Late adopters
6. Non-adopters

## **TARGET GROUPS**

**(PRIMARY)**

**(SECONDARY)**

**(TERTIARY)**

**(QUATERNARY)**

«Transparency 27-1»

**C** CLEAR PERFORMANCE MODEL *standards*

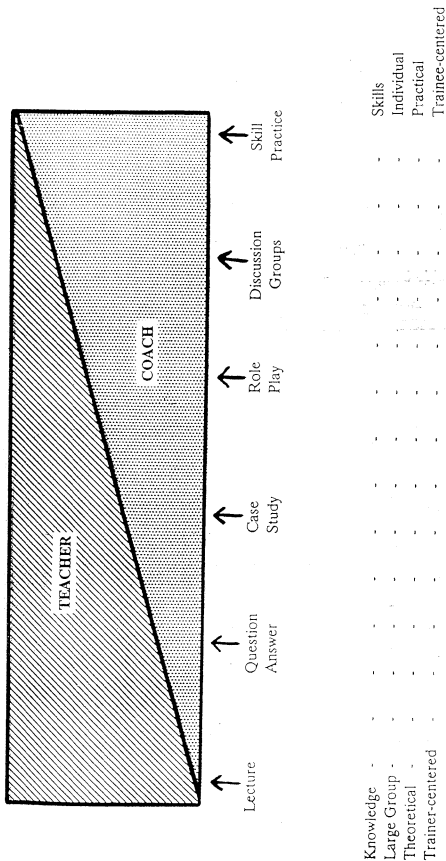
**O** OPENNESS TO LEARNING *Remotivated*

**A** ASSESS PERFORMANCE - *use of indicators*

**C** COMMUNICATION -

**H** HELP AND FOLLOW-UP -

THE ROLE OF TRAINER AS TEACHER/COACH

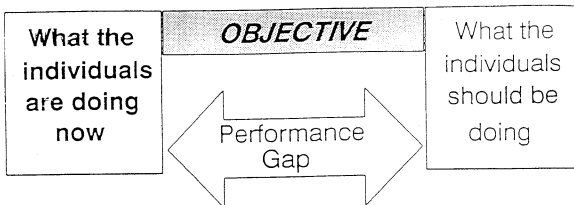






**MODULE  
TWO**

**CLOSE THE PERFORMANCE GAP**

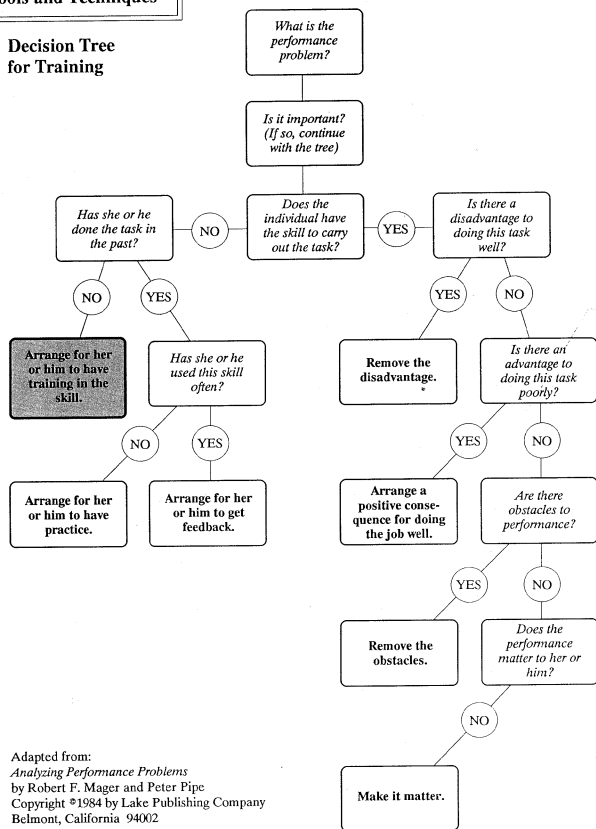


A good objective must answer the following questions:

1. What do I want trainees to be able to do?  
(*PERFORMANCE*)
2. What are the conditions under which I want them to perform?  
(*CONDITIONS*)
3. How well must trainees perform for me to be satisfied?  
(*CRITERIA*)

# Tools and Techniques

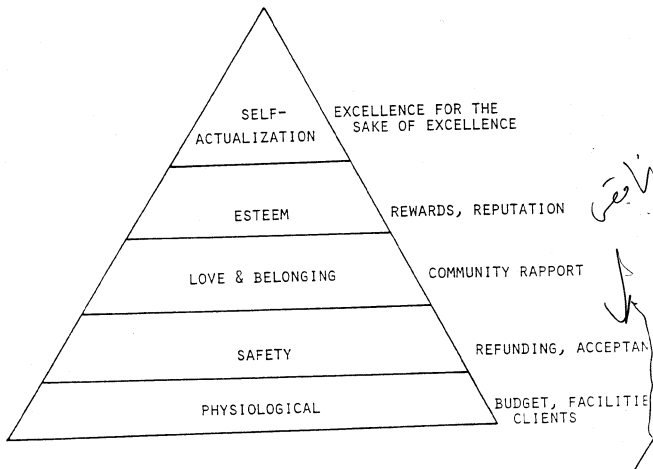
## Decision Tree for Training

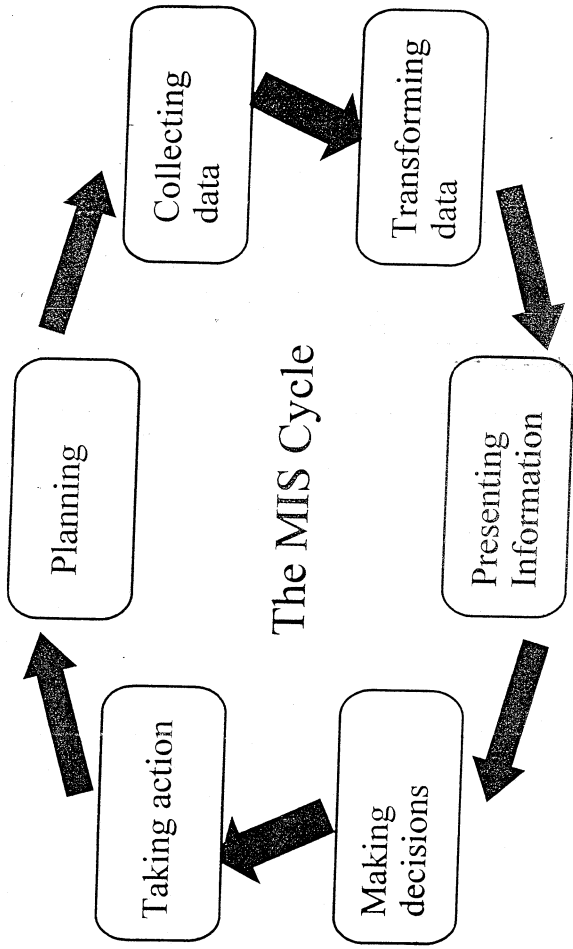


Adapted from:  
*Analyzing Performance Problems*  
 by Robert F. Mager and Peter Pipe  
 Copyright ©1984 by Lake Publishing Company  
 Belmont, California 94002

"Transparency 30-1"

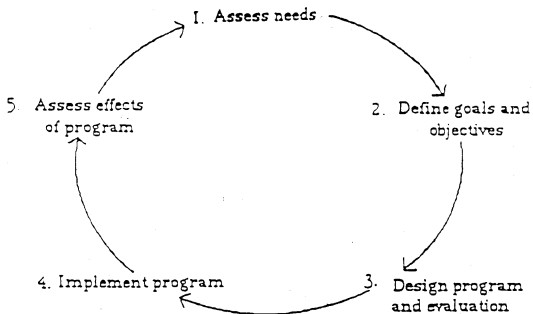
MASLOW'S HIERARCHY OF NEEDS





# The MIS Cycle

## The Program Planning - Evaluation Process



\*From Brindis, C. and Reyes, P. *Evaluating Your Information and Education Project*. Center for Population and Reproductive Health Policy, 1988.